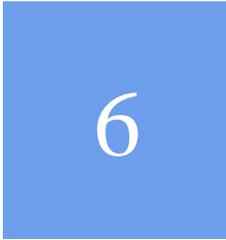


MODULE



Social Awareness & Civic Engagement

"When the world questions your abilities, respond with your actions. Don't justify. Demonstrate"

- *Brendon Burchard*

Introduction

After the last module about social awareness, this module should dive deeper into the fundamental concepts and issues that plague our society. By presenting these concepts in a simpler manner helps students formulate their own thoughts and opinions about these topics. They should be able to take what they learn and apply it to their understanding of the world and enhance it. Being able to educate themselves using unbiased resources and simulations will be engaging and help them relearn certain concepts.

Agenda

1. Social Justice Introduction (15 minutes)
2. Relevance of Social Justice (10 minutes)
3. Poverty & Injustice (15 minutes)
4. Power & Privilege Introduction (5 minutes)
5. Power & Privilege: Monopoly Simulation & Discussion(25 minutes)
6. Optional Wrap Up (5 minutes)

Student Objectives:

1. Students will be able to understand what Social Justice is and why it remains relevant in the twentieth century.
2. Students will be able to gain a basic understanding of injustice through understanding poverty.
3. Students will be able to understand the idea of power and privilege, both how they work and how they affect people today.

Facilitation Notes

- Students may not read the assigned previous reading, so be prepared to teach class in case students are unprepared.
- For module prep, make sure to look at the Monopoly activity beforehand in order to understand how to carry out the activity and its significance.
- There may not be enough time to go through all the questions in the Poverty & Injustice Discussion.

- Although you should not directly participate in the discussion, you can try to “play Devil’s Advocate” to push students to participate.

Facilitator Guide

Social Justice Introduction (10 minutes)

Purpose: To understand the student’s current perspective and knowledge on the topic of social justice, and give them a basic definition and overview of the topic.

Directions: Introduce the idea of social justice and what it means. Use the discussion questions and help facilitate an understanding amongst the students about what social justice is.

CORE Crash Course (CCC):

Social Justice: Justice refers to the upholding of fairness in situations of ethics. It is to be righteous and fair. To be more specific, this module emphasizes Social Justice, which is justice focused on distribution of wealth, privilege, and opportunity. Social justice has been a prevalent topic during all of our lives with social justice issues like race, religion, sex, sexual orientation, etc. all coming to the forefront throughout our lives.

Discussion:

1. What is justice?
2. What is social justice?
3. Is there a difference between justice and social justice?

Relevance of Social Justice (15 minutes)

Purpose: For students to define social justice and understand its impact on the world today.

Materials:

Video: [Social Justice -- is it still relevant in the 21st century?](#) (2:16-8:18 minutes)

Directions: After watching the video, start a discussion about social justice and the information presented in the video.

Discussion:

1. How would you define social justice?
 - a. “A place where everyone is free to achieve everything that they’re capable of doing”
 - b. “An even playing field”
 - c. “They’re allowed to dream really big...regardless of their background”
2. What are major issues of social justice that are prevalent in society today?
 - a. Some of the topics he mentioned: racism and human rights, gender and gender violence.

Poverty & Injustice (15 minutes)

Purpose: Understand the cycle of poverty and injustice in today’s world and also their connection to each other.

CORE Crash Course (CCC):

The two topics, poverty and injustice, are extremely intertwined and are also related to a plethora of other issues that impact the general public. It is important to understand these fundamental concepts to decipher this cycle of injustice and inequality that exists in the world. By using these resources and discussing these concepts, students should gain a sound understanding of the causes and effects of poverty and injustice in the modern world.

Materials:

Students will read a [summary of the article](#) and look at an [info sheet](#), full article- [Air Conditioning, Cable TV, and an Xbox: What is Poverty in the United States Today?](#) will be linked and optional to read.

Video: [A Portrait of Poverty in America](#)

Directions: After watching the video and reading the infosheet, start a discussion about their thoughts and findings on poverty and injustice.

Discussion:

1. How do you define poverty? How should we measure it?
 - a. Definition: "Poverty is a state or condition in which a person or community lacks the financial resources and essentials for a minimum standard of living. Poverty-stricken people and families might go without proper housing, clean water, healthy food, and medical attention." ([Investopedia](#))
 - b. Poverty is measured by comparing it to a 'threshold', which is a set minimum income per nation. People who are below this threshold are considered poor.
2. How do you define injustice?
 - a. Definition: "Injustice is a quality relating to unfairness or undeserved outcomes. The term may be applied in reference to a particular event or situation, or to a larger status quo." ([Wikipedia](#))
3. Do you think people constantly cycle through the realms of poverty and injustice?
 - a. Poverty - It is said that people may reach the point of poverty at one point in their lives, and they could cycle back to that state again at another point in their life based on personal circumstances.
 - b. Injustice - At a systemic level, certain groups have been subject to injustice more often than others, so as a group, they are stuck in a cycle of injustice
4. What are the realities versus the myths of poverty?
 - a. Poverty is widespread - A majority of people are currently in poverty and a majority of people experience poverty at one point in their lives.
 - b. People are in a state of poverty for a short time - Many people assume that people are in poverty for many years at length, but the majority of people are in poverty for 1 to 2 years at a time.
 - c. Those in poverty work hard - Many people believe that those in poverty lack motivation and skills, which is completely untrue. They work just as hard as those not in poverty, and have similar "behaviors and attitudes" to everyone else.
5. What are some important background factors to consider when assessing poverty and injustice?
 - a. Race, gender, sexual orientation, education, local infrastructure, etc.
6. What are the root causes of poverty and how does injustice influence these causes?
 - a. Poverty can be caused by limited access to jobs, poor education, conflict, and a wide range of other things.

- b. Injustice creates unequal access to necessary resources to lift a family out of poverty.
7. Why is poverty so hard to solve?
- a. In America, there are many factors that contribute to ongoing poverty. Low minimum wage and limited job opportunities, gender pay inequity, and unpaid sick days/leave all make it harder for even those who have jobs to pull themselves out of poverty.
 - b. America's healthcare system is very costly. Medical complications become a heavy financial burden when they occur.
 - c. Systemic inequality

Power & Privilege: Monopoly Simulation & Discussion (25 minutes)

Purpose:

Materials:

[Using Monopoly to Introduce Concepts of Race and Ethnic Relations](#)

[MODIFIED MONOPOLY: The Game](#)

Directions:

1. Make sure everyone knows how to play Monopoly- especially the Pass "Go" and receive \$200 rule
2. Have 5 students volunteer and have them introduce themselves and their names- take note of the last volunteer's name
3. Explain that the first 4 volunteers can collect \$200 after they pass "Go" but the last volunteer cannot
4. Ask the students how much money everyone will have after 349 laps around the board (\$69,800 for everyone expect for the last volunteer who has \$0)
5. Act shocked that the last volunteer does not have any money
6. Declare that you are changing the rules so that now the last volunteer can collect \$200 with the rest of them
7. Ask the students how much money they will have after 350 laps (one more than last time) (\$70,000 for everyone but the last volunteer who has \$200)
8. Notice that the last volunteer is upset and get mad at them: something along the lines of "We just changed the rules for you, and we didn't even have to do that"
9. Suggest that the last volunteer just wait a little bit because "things will get better"
10. Ask the students how much everyone will have after 25 more rotations (375 total) (\$75,000 for everyone expect for the last volunteer who has \$5,000)
11. Discuss

Discussion:

1. What did you think about while playing the game? Did you like it?
2. How did you feel about the results?
3. How do you think this simulation applies to our society?
4. Look back at the discussion about injustice and poverty. What connection was there between the simulation and that discussion?

1. Power & Privilege Simulation: Following the discussion, this simulation / activity should serve as evidence (on a smaller scale) for students to realize how privilege exists on a fundamental level. Helping them gain a basic understanding through an interactive activity will allow them to empathize and imagine themselves in such a situation. They will also get emotionally invested and will come to make their own realizations about the effects of power and privilege. They should also come to understand how power and privilege go hand-in-hand when it impacts people.

Wrap-Up (Optional)

1. Review definition and concept of social justice
 - a. Social Justice: Justice refers to the upholding of fairness in situations of ethics.
2. Review definition and concept of injustice and poverty
 - a. "Injustice is a quality relating to unfairness or undeserved outcomes. The term may be applied in reference to a particular event or situation, or to a larger status quo." ([Wikipedia](#))
 - b. "Poverty is a state or condition in which a person or community lacks the financial resources and essentials for a minimum standard of living. Poverty-stricken people and families might go without proper housing, clean water, healthy food, and medical attention." ([Investopedia](#))

Supplemental Content

References

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6. <https://en.wikipedia.org/wiki/Injustice>